People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Khidder University of Biskra

MASTER THESIS

Faculty of Letters and Foreign Languages

Department of English Language and literature

Sciences of the language

Submitted and Defended by:

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On:

The Effect of Social Media Language on Pupil's Formal Writing Performance

The Case Study 3rd Year Foreign Languages Stream Pupils at Mohamed Baarir High School Tolga

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A Dissertation Submitted to the Department of English and Literature in Partial Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

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2022/2023

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DECLARATION OF INTEGRITY

I, "**Hachani Anfel**", solemnly declare that the dissertation titled "**The Effect of Social Media Language on Pupils' Academic Writing Performance**" submitted to the Department of the English language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signature

Dedication

In the name of Allah, Most Merciful, Most Compassionate and with all love that covers my heart, I dedicate this work to

My beloved father who give me strength and confidence.

My lovely mother who makes me the person I am today.

May Allah bless them now, and forever.

To my brothers: Ramzi and Souhaib and their wives for all the support.

To my sister: Bouthaina and her husband for being by my side.

All love to the cutest nephews ever Assinet and Arwa who enter the joy to my life, and draw the smile on my face all the time.

Without forgetting my friends for their unconditional love, support and encouragements.

Acknowledgement

Thanks TO ALLAH the Almighty for all your gifts. Peace is upon our prophet Mohammed, the merciful messenger to mankind.

I would like to express my gratitude to my supervisor **Dr. SALHI Ahlem** for her unwavering support, guidance, and valuable suggestions.

I would like to express sincere appreciation to **Dr. BENIDIR Samira** and **Mr. BECHAR Maamer** for their acceptance to evaluate my work and for their insightful feedback.

My endless thankfulness goes to 3rd year pupils of Mohamed Baarir high school for their time and efforts.

My infinite gratitude to Mohamed Baarir high school's teachers and headmaster for their efforts and help.

ABSTRACT

The over use of social media has recently been highlighted as a new trend within the globalization movement. Various aspects of people's lives are affected by social media, including their education and their learning of English. Social media has now become an integral part of the educational process for pupils, especially for EFL learners. This study aims to find out the effect of social media language on the formal writing performance of the pupils, Moreover, to understand the reasons for this language's use (abbreviations and acronyms). Therefore, we hypothesized that social media has a greatly effects on pupil's formal writing performance and the pupils are using abbreviations and acronyms in academic writing to save time and space. To confirm the validity of our hypotheses, both qualitative and quantitative methodologies are employed to collect the data. We relied on two different data collection tools, namely a structure questionnaire administrated to fifty (50) 3rd year foreign language pupils at Mohamed Baarir High School, in addition to a structure interview for their teachers from the same High school. The obtained findings showed that the teachers are struggling with social media language (abbreviations and acronyms), and they are trying to find a solution to this problem. According to the results, most pupils believe that social media language has a positive effect on their formal writing and the main reasons behind using abbreviations in academic writing are to save time and space and to make writing more concise and clear. Thus, the results of the study confirmed the validity of our hypotheses. In the end, the researcher recommended for teachers ideas to encourage pupils to write correctly and following the academic writing rules.

Key words:

Social Media, EFL learners, Academic Writing, Abbreviations, Acronyms.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language.

ICT: Information and Communication Technologies.

SM: Social Media.

SNS: Social Networking Sites

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GENERAL INTRODUCTION

Introduction

In today's world, technology is extremely important. People are now enjoying the ongoing advancements in digital technology that led to the creation of a global community. Technology use has improved human existence and greatly impacted the different social, economic, and educational worlds. There has been a revolution in Information and Communication Technologies (ICTs) among pupils at all levels.

As a result of the rapid development and widespread use of the various internet platforms, including social media (Facebook, Twitter, Facebook Messenger, WhatsApp, Skype, Yahoo Messenger, etc.), language users have developed shorthand typing, acronyms, abbreviations, contractions, reductions, coinages, and other linguistic constructions. The usage of social media lingo may be appropriate in some situations, but it is not appropriate in academic settings. It might make some academics worry about the loss of formal English. It's debatable if the language used on social media has an impact on how well pupils write academically.

1. Statement of the problem

In the age of rapid technological advancement, the internet has become a primary source of information and has transformed the world into a global marketplace. The use of digital tools in language learning and teaching help pupils to enhance their language competence. However, it affects them negatively by influencing their Academic writing performance. Therefore, it is very important to find some issues which face pupils' Academic writing as a result of the use of social media.

2. Research questions

The main research questions of this study are:

A. To what extent can social media influence the pupil's academic writing performance?

B. Why do pupils use the Social Media's language in their formal writing?

3. Research hypotheses

From this research, we hypothesize that:

A. Pupils' writing is greatly affected by social media language.

B. Pupils use abbreviations and acronyms to save time and space

4. The aim of the study

The purpose of this dissertation is to distinguish between texting and formal writing. Furthermore, pupils should be made aware of the importance of writing, whether in their personal or educational lives. The present study is to investigate the attitudes of the pupils towards their formal writing, as well as the effects of social media on their formal writing.

5. Research Methodology and design

5.1 Research approach

In order to address the research questions, the current study employs both qualitative and quantitative methods. Moreover, it is more suitable and applicable to our research.

5.2 Data collection method/ tools

To carry out this study, the questionnaire and the interview methods are both used.

5.2.1 Pupils' questionnaire

A structured questionnaire is submitted for 3rd year EFL pupils at Mohamed Baarir High school Tolga. It shows pupil's attitude to the use of abbreviations and acronyms in their academic writing and how it affects their writing performance.

5.2.2 Teacher interview

A structures interview is designed to EFL teachers of English at Mohamed Baarir High school Tolga, in order to know the teachers' opinions about the spread of abbreviations and acronyms among the pupils, and how they deal with it.

6. Sampling and population

Since the spread of social media affect all the age categories including teenagers who became addict to it, this study aim to investigate the effect of social media language on teenager's academic performance, so we decided to choose a fifty EFL pupils of Mohamed Baarir High school as a population for many reasons. First, they have been influenced by western culture, and they are trying to copy it in all aspects of their lives, including their manner of speaking. Secondly, they do not have a clear understanding of the rules of academic writing.

7. The significance of the study

Both teachers and pupils will greatly benefit from the findings of this study. Pupils' concerns about the writing process will be clarified, make them understand the advantages and disadvantages of using Social Media for Academic purposes. The research will offer

essential information to students and other scholars working on related projects. Researchers will benefit from the study's further details on the impact of social media on pupils' Academic Writing abilities.

8. The research structure

This study is divided into two structures. The first part is the theoretical part that consists of two chapters, whereas the second part is devoted to the fieldwork and data analysis. The first chapter in the theoretical part titled Writing skill and it involves the nature of writing, definitions to writing and academic writing. Also the components of writing skill, and at the end it mentioned the important of writing. The second chapter named the language of social media and it presents a briefed definition to the two types of mass media. Also the chapter contain the definition of social media, it categories, platforms and its roles. The next step is to explain the meanings of abbreviations, acronyms, and emoticons. Following this, we will discuss abbreviations and acronyms in academic writing, as well as the advantages and disadvantages of social media and finally how social media affects the academic writing of English language learners. The final chapter covers the research methodology adopted for this study. It includes the description and analysis of the collected data from the two data gathering tools (pupils' questionnaire and teachers' interview) and an overall discussion of the results.

CHAPTER 1
WRITING SYSTEM

Introduction

Several historians agree that writing originated five hundred years ago as a means of recording information about various areas of life. Among the most important language skills, it represents the development of the ability to express human desires through letters and other symbols.

In the past, Writing was once considered the preoccupation of highly educated people, but this perception changed when writing became an essential tool for individuals of all kinds and levels all over the world. By being able to write, individuals from different cultural backgrounds are able to communicate effectively and easily with one another. In fact, writing plays a significant role in both the transfer of information and the exchange of knowledge that contributes to the creation of a new society. This chapter represents a whole study about writing.

1.1 The nature of writing

Any language in the world has spoken and written forms. Previously, people were more focused on spoken language than written one, and they regarded it as their primary language. Daniels and Bright (1996:2) made a distinction between the two skills. They said that "'language is a natural product of the human mind while writing is a deliberate product of human intellect ….. Language continually develops and changes without the conscious interference of its speakers, but writing can be petrified or reformed or adapted or adopted at will." It was pointed out that spoken languages are learned without specific rules or formal instructions, while writing must be taught and learned in a planned manner. For instance, in

every society, there are individuals who cannot write but speak fluently. In other words, speaking comes naturally, whereas writing does not.

During the twentieth century, people were interested in learning spoken languages for the purpose of interfacing with one another. As a consequence, they neglected writing skills. Many linguists state this negligence like De Saussure and Chomsky (Brooks and Grundy, 2001:01). One of the reasons why writing is abandoned is the difficulty in learning and teaching this productive skill. Tribble (1996:03) stated that" writing is a language skill which is difficult to acquire ".Writing in any foreign language is a challenge for any pupils; it requires a great deal of practice, training, and skills such as thinking, organizing ideas, and following grammar rules.

Moreover, writing is so difficult to be mastered. It is the responsibility of teachers to motivate their pupils to write correctly. This encourages pupils to pay close attention to the structure of the sentences, punctuation, spelling errors, format, and content of their assignments. By following these regulations, learners will have easier time to write without making mistakes, and they will be able to express their thoughts and ideas without any issues or complications. Additionally, speaking and writing belong to the same category of language skills, so their importance in language instruction and learning should be the same.

1.2 The definition of writing

Writing is a means of communication between people. Translating an idea into written form is the act of putting it into words; it can also be defined as the process of expressing one's opinions, ideas, and feelings. English Oxford Dictionary defines writing as "a sequence of letters, words, or symbols marked on a surface."

According to Harmer (1998:79) writing is "a basic language skill, just as important as reading, speaking, and listening". It means that writing is a principle vehicle for learning ESL or EFL. Bell and Burnaby (1984) point out that during a writing process, the writer is required to demonstrate control over a number of variables at the same time. In addition to control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation, these factors are also important at the sentence level. In addition to writing the sentence correctly, the writer must also be able to organize and integrate information into coherent and cohesive paragraphs. " We assume that the writer should master in writing conventions such as capitalization, punctuation, and other mechanics of writing to achieve a successful piece of writing. Cited in Nunan (1989:36)

In addition, Cushing (2002:19) defines "writing as social and phenomenon and as cognitive activity." In English language learning, writing is the product of social and cultural factors. For instance, learners have predispositions based on their cultural backgrounds and native languages when they write. As a result, the writer is influenced by his own environment and culture. According to that fact, Cushing refers to Hayes (2002:19)" Writing is also social since it is an artifact of the social setting in which it takes place. What we write, how we write, and for whom we write are all influenced by social conventions, social contexts, and histories of social interaction. "

Furthermore, through the process of writing, the writer spends a lot of time organizing and planning his ideas to ensure they are clear to the reader; he also explains his ideas and uses examples to convince the reader.

To sum up, writing is a broad term since it plays an important role in the teaching and learning of languages.

1.3 Academic Writing

Academic writing is a formal writing that is used in schools, universities, colleges and so on. It can be used in writing essays, reports, texts, books, articles, translation, research papers …etc. The Oxford companion to the English language defines academic writing as " the registers of English used by scholars and scientists; an elevated and often complex style associated with concern for accuracy, objectivity, and dispassionate comment. "

There is a typical essay format composed of three parts: the beginning, the middle, and the end. Academic writing requires such a structure. It also, follows grammar rules and punctuation.

Gocsik (2005) consider three concepts that are crucial to understanding of academic writing: Firstly, academic writing is writing done by scholars for other scholars. Pupils in school are part of a community of scholars. They will be engaged in activities that scholars have been engaged. Such as reading, thinking, arguing, and writing about great ideas. Of course, being a scholar requires that kinds of activities. So academic writing will help pupils to understand the expectations, conventions, and requirements of scholarship. Secondly, academic writing is devoted to topics and questions that are of interest to the academic community. Pupils must write interesting and helpful topics for the readers. Thirdly, the important obligation of academic writing is to advance the reader with an informed argument. We notice that the writers will consider what is known about a subject, and then they determine what they think about it. If their papers fail to inform, or if they fail to argue, then they will fail to meet the expectations of the academic readers.

1.4 Components of writing skill

The process of learning to write in English is so complex and difficult that it should be limited to a set of rules and guidelines. An effective piece of writing should include according to Starkey (2004: 2) organization, coherence, clarity, with accurate language and word choice.

1.4.1 Organization

In the writing process, organization is considered to be the first thing to do. Organize your thoughts, information, and goals in your head before you begin writing so you can develop a comprehensive plan for the text. Organization helps the writer preparing easily for the piece him/her willing to write. The reader also benefits from this point (organization) in understanding the ideas of the writer and the aim behind this operation.

According to Starkey (2004) an organized presentation allows the reader to understand how the points are linked and how they support your thesis. He also states that "the direction and purpose you get from organization helps your reader to believe what you are saying and to willingly follow your lead". (2004:2)

Organization necessitates a collection of approaches that make the piece of writing understandable and clear while also adding value to the writing process. Pre-writing is a broad and fundamental approach that involves free writing and brainstorming. For Starkey (2004), Organizational prewriting refers to the planning of the work that is based on the reading and gathering of information derived from the prewriting. For Galko (2002: 10) "brainstorming is to let your ideas flow without judging them" which means that the brainstorming process plays an essential role in developing and improving one's writing. According to Galko free writing is what occurs to your head without stopping with focusing on a specific topic. While "free writing" might better be called "flow writing" for Starkey (2004: 10), because the most

important aspect to this prewriting technique is the flow, or momentum, that comes when you stay with it"

1.4.2 Clarity

One of the most important requirements in the writing process is clarity. The goal of writing a text or a paragraph is to get a response from the audience, so the author must be clear and make the content simple to understand to get their message through. Writing is not a pen and paper; it goes beyond that trying to create a new knowledge sometimes. Starkey (2004) mentioned four fundamental elements in making writing easy and accurate:

a) Eliminate ambiguity: It is important for the writer to avoid using ambiguous words or phrases that could have multiple meanings, in order to facilitate the reader's understanding of the message.

b) Powerful, precise adjectives and adverbs: It is important for the writer to recognize that powerful words like adjectives and proverbs can have a strong impact on the reader's viewpoint, so the writer should be cautious in selecting the right adjectives, adverbs, and words for the text.

c) Be concise, according to Starkey (2004: 15) "there are two equally important approaches to more concise writing: eliminating unnecessary words and phrases, using the active (as opposed to passive) voice whenever possible."

d) Avoid unnecessary repetition: There are times when repetition of words, information or ideas can undermine a piece's clarity.

Pupils can neglect clarity at times because they believe that the material they provide is enough to help the reader understand the concept; this is perhaps the most common mistake they make when writing. Clarity, on the other hand, shouldn't ever be ignored or abused while creating a piece of understandable writing.

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1.4.3 Coherence

In any piece of writing, including text, paragraphs, and passages, coherence is an essential element. It is related to the chronological organization of ideas. According to Murray and Hughes (2008: 45) "coherence is perhaps the single most important element in any kind of writing" Kane (2000) and Creme and Lea (2008) confirmed that Coherence is one of the most important characteristics of a good piece of writing. Murray & Hughes (2008: 45) observed that "a good writer "sticks" their ideas together so that they act as a links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structures break down".

It is important for the reader to be able to understand the content of the writing easily as a result of coherence between the ideas. In academic writing, all of the writing skills should be included correctly, in their appropriate places. Academic writing requires an understanding of coherence, but many pupils fail to notice the mess that can be found in a text or a paragraph, such as the coherence criteria indicate.

1.4.4 Word choice

The writer is required to pick their word attentively. According to Starkey (2004) the choice of words reflects how the learner selects lexical items and structures to convey his message. Starkey believed that when choosing words, learners should take into account two factors: denotation and connotation.

Denotation is "literal meaning of the word" Starkey (2004: 22), a writer should be certain that the word he is using has the correct meaning. Words with similar sounds or appearances may cause confusion (but have very different meanings), using the right words and usages (but in

fact are not considered Standard English), or a word that is misused so frequently that it is believed to be correct because it is used incorrectly so often.

Connotation is the consideration of the writer's feelings, opinions, and suggestions, which can be positive or negative, or neutral. Word selection should be carefully considered, since any mistake may be interpreted as a miscommunication. That means "being aware of inclusive language, and avoiding slang, clichés, and buzzword" (Starkey; 2004: 24)

1.4.5 Mechanics

Mechanics are related with the origin of the words and its appearance in sentence or paragraph, and how they are arranged or spelled Kane (2000:15).

Mechanics include grammar, punctuation, and capitalization.

a) ***Pronouns:*** according to the oxford dictionary a pronoun is used to replace a noun that has already been mentioned or that is already known, often to avoid repeating the noun.

b) ***Adjectives:*** a word naming an attribute of a noun, such as sweet, red, or technical.

c) ***Adverbs***: are words that describe the verbs.

d) ***Prepositions:*** according to the oxford dictionary a word governing, and usually preceding, a noun or a pronoun and expressing a relation to another word or element in the clause.

1.4.6 Capitalization

Capitalization is necessary both for specific words and to start sentences and quotes Starkey (2004). Capitalization is very important in writing academically; whenever possible, the writer should follow the rules of capitalization and give them the same importance as any

other aspect of writing. Capitalization is very important in creating a clear and understandable texts and essays.

1.4.7 Punctuation

It is necessary part in English academic writing. When your writing is punctuated properly, your writing will be more polished and technically accurate, and your voice will be more clearly conveyed, Starkey (2004). Murray & Hughes (2008: 185) state that punctuation helps the reader understand what is being written by indicating pauses and sentence boundaries.

Capitalization and punctuation are very important in writing as Murray & Hughes (2008: 185) mentioned "they indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make the work easier to read and understand and will therefore help it make a more favorable impression on your readers."

1.5 The importance of writing

Writing is an essential skill in any sphere of life. Since it is the complex and difficult task to acquire, pupils didn't take it into consideration when they learn it. According to Tribble (1996:5) "students are unlikely find themselves involved in the social roles that require this skill". He explained that writing is an essential skill for pupils to learn since they will be required to utilize it in their social roles.

Writing is considered as the core of communication. People who lives far from each other, they are unable to communicate without the use of such a communication medium. Judith (2009) claimed that pupils benefit from writing by expressing their thoughts and ideas

clearly. Pupils who are unable to express their thoughts, emotions, and ideas verbally may need to do so in a written format since writing gives them the freedom to express themselves.

To sum up, the ability to write is an essential part of society. If someone does not be able to write, he will be isolated from the rest of society.

Conclusion

Writing is a very wide and complex approach in linguistics. It was extremely challenging for the learners of foreign languages since it was taught with specific skills and techniques. As a result, it was neglected in the past, and the spoken language was dominant. Several languages only have their spoken form, which contributes to the neglect of written language in some languages. Scholars in the domain mentioned this negligence and reacted against it. The spoken and written form of a language should go equal and no approach should dominate over the other .This chapter gave a general view about writing, including its nature and the academic definition. Also the components of writing skill which are necessarily required in writing, it explains how academic texts and essays should be written and what the mistakes that are often used by writers. At the end this chapter mentioned the important of writing. Writing is a very difficult process especially for second language writers; therefore it should be taken seriously

CHAPTER 2

The Language of Social Media

Introduction

The whole world has turned to a "small village" with no doubt. This refer to the development of technology as the perfect medium for exploring the vast extent of knowledge, the globe has been unified and changed in many ways.

The massive popularity and the growing number of the social media networking site's (SNS) users have had a significant impact on people's lives. As a result, this effect extends to all aspects of life, including education. In today's society, social media networks are used extensively as a medium of pupils' interaction, so there is no doubt that digital social media has an effect on pupils' productive skills, particularly their writing skills.

In the process of communicating through social media, people use a special language. This language is known as texting, or text messaging. This one contains features such as abbreviations, acronyms, and emoticons. In order to convey the exact meaning of expressions, these features are essential. Through the use of these elements, the users will be able to understand each other easily.

The purpose of this chapter is to introduce social media and the most important elements related to it, including: the two main important types of mass media, the concept of social media (SM) and its types. The chapter covers also the most popular platforms, an explanation to social media's language, the advantages and disadvantages of social media and finally the most important element the effect of social media on pupils' academic writing.

2.1 New Media and Traditional Media

Mass media is divided into two types which are traditional media and new media, in this section the term "new media" refer to social media in its narrow sense. The majority of new media is electronic, such as computers, smartphones, and the internet. However,

traditional media are TV, radio and newspaper. According to Hausman (2012) stated that traditionally, media are characterized by one-way communication, closed systems, controlled communication, formal language, passive involvement, polished content, and paid platforms. Where two-way communication, open system, unstructured communication, informal language, active participation, authentic content, free platform are some of the characteristics of new media.

It is important to note that new media is an extension of the communication process, allowing people to interact by sending and receiving information. While in traditional media the information is only received.

2.2 Social media

There has been a significant change in the way individuals interact with one another as a result of social media. A social media platform can be defined as an electronic platform through which people convey ideas, thoughts, and emotions, and share photos and videos in order to facilitate communication. Kaplan and Heinlein (2010: 61) define social media as "a group of Internet based applications that build on the ideological and technological foundations of Web 2.0, and allow the creation and exchange of user generated content." (Cited in Tharinee Kamnoetsin, 2014).

In general, social media refers to the use of web sites for social networking and microblogging through which individuals create online communities in which they can share information, ideas, messages, and other media, such as video, with others. In other words, these social media are regarded as scientific equipment that people use to share and interact with one another through various social networks.

2.2.1 Categories of social media

Among the many categories of social media, there are:

a. **Social networking:** is a subset category of social media. The site consists of highly popular social networks such as Facebook and others, which allow its users to interact with each other online by commenting on profiles, joining groups, sharing videos, and keeping in touch.

b. **Social news:** interact by voting for articles and commenting on them

c. **Social bookmarking:** a third category in which websites are tagged allows users to access websites that others have marked for future reference.

d. **Social photo and video sharing:** you can interact with the user by sharing images and videos and leaving comments.

e. **Wikis:** Contribute to the content of the site by adding articles and editing existing ones (Wikipedia, Wikia).

2.2.2 Social media platforms

Social media platforms are various these are some of them:

a. **Facebook:** There is no doubt that Facebook is the most popular social networking site among various groups of people. It was founded by Mark Zuckerberg in 2004. In this way, users are able to exchange thoughts and ideas across the globe and communicate with one another. 'Facebook' was defined as a website that allows users to create personal profiles, share information about themselves such as photos and quotes, and respond to information published by others. Your Dictionary (2018)

b. **Instagram:** Instagram is a social network application that allows users to share photos and videos with friends. It was founded in 2010 by Kevin Systrom and Mike Krieger. The Instagram Direct feature allows users to send private messages to their

friends in addition to commenting on and bookmarking other people's posts. Photos can be shared on other social media sites such as Twitter and Facebook. Additionally, Instagram can be used not only for communication, but also for business and employment purposes. (Margret, 2007)

c. **WhatsApp**: WhatsApp was founded in February 2009 by Brian Acton and Jan Koum. Among its many features, it provides users with a number of features such as text and voice messaging, voice and video calling, and sharing of images, documents, user locations, and other content. Besides running on mobile devices, WhatsApp's client application is also accessible on computers. The service requires a cellular mobile telephone number to sign up. (Www. Wikipedia.com)

d. **Twitter:** Twitter was designed by Jack Porsey in March 2006. An online service called Twitter provides users the ability to communicate via text-based messages or posts of up to 140 characters, known as 'Tweets'.

According to Margret (2005) Twitter account is a free service for microblogging and social networking where registered users can post short posts known as tweets. It is used by persons to view different news such as art news, economic news, and politics news …etc.

2.3 The role of social media

We live in a society where social media plays a significant role in our everyday lives because it has become a popular communication tool in addition to traditional means of communication. In contrast to social media, which provides two methods of communication (send and receive), traditional media have one way of communicating that is to view news and information. Bouchikhi and Bounani (2017)

A number of opportunities are available through social media, including discovering new information, sharing ideas and interacting with others. By Crystal Briscoe (2011) cited in Webmaster (2014). In this way, people utilize social media to gather information and to exchange ideas between them anytime and anywhere. Furthermore, the emergence of smart phones and the expansion of their use among people have encouraged individuals to have access to the internet and social networking sites (Facebook, Twitter, YouTube). As a result of social media, the way in which people communicate and interact with each other has changed significantly. For instance, As opposed to the real world, they prefer social networking as a means of connecting with their friends and meeting new people. (Webmaster view 2014). We cannot ignore the fact that social media plays a significant role in our lives, as it makes life easier for everyone around the globe.

2.4 Abbreviations and Acronyms

Merriam Webster (2018) in her dictionary defined abbreviation as a shortened form of a written word or phrase. For instance, 'LOL' is short for 'Laugh Out Loud' and 'abbrev' is short for 'abbreviation'. The purpose of this method is to save time and space by avoiding repeated long sentences or words.

Acronym is a part of abbreviation; and it is a shortened version of a phrase that is taken from its first letter, such as "ASAP" comes from "as soon as possible", "UK" for "United Kingdom". Merriam Webster (2018)

List of Common Abbreviations Used in Texting

Abbreviation and Acronyms	Their meaning
2MI	Too much information
2N8	Tonight
2MOR	Tomorrow
AAF	As a friend
ABT	About
AND	Any day now
AFAIK	AS far as I know
AIR	As I remember
AKA	Also known as
ALOL	Actually laughing out loud
B2B	Business - to- business
B4	Before
B4N	Bye for now
B4E	Before anyone else
BAO	BE aware of
BC	Because
BD	Big deal
BN	Bad news
CM	Call me
CU	See you
CR8	Create
CTN	Can't talk now
DIKU	Do I know you?
DM	Doesn't matter
E1	Everyone
E4FT	Effort
FB	Facebook
G2R	Got to run
GFI	Go for it
GN	Good night
H8	Hate
IDUNNO	I don't know
IK	I know
IMO	In my opinion
IMS	I am sorry

Table 1.1 The most comon abbreviations and acronyms used while texting.

2.5 Emoticons or smileys

Emoticons a term refers to face expressions represented by keyboard characters. It is derived from the words "emotions and icons". You can express your feelings in an understandable way by using these emoticons in your message. It is possible to classify

emoticons according to their meanings, such as people, animals, objects, and actions. (Teach term .com)

- These are some examples of different types of emoticons:

- :-D- very happy   -   T.T. Crying

- =^.^=.Cat   -   :o3.Dog

- o.O. Confused   -   :-O Shocked, amazed

  - :-(Sadness, displeased

- List of common Emoticons used in social media

Emoticons	Meanings
🙂	**Smiley**
😄	**Happy**
🙁	**Sad**
😢	**Crying**
😛	**Tongue out**
😇	**Angel smiley**
😈	**Devil smiley**
😳	**Surprised**
😉	**Winking**
😠	**Angry**

Table1.2 The most common Emoticons using while texting

2.6 The use of abbreviation and Acronyms in academic writing

We live in a world where social media plays an important role in almost every aspect of our lives, including the way we learn. Pupils of English as a second language are addicted to social media, particularly Facebook, Twitter, and Instagram, which has affected their writing and language use. However, they acquire informal written and neglect formal one. Manan et al (2012) cited in Tharinee Kamnoetsin (2014) pointed out that when pupils interact with each other online, they tend to use non-standard English, which may contribute to poor quality English usage.

Additionally, the linguistic features of social media abbreviations and emoticons have a significant impact on EFL pupils' academic writing through their use of them in their daily lives. Yunus et al's (2012) cited in Kamnoetsin Tharinee (2014) stated that the use of short forms and abbreviations should not be encouraged since pupils may develop a habit of using them in their formal assignments in school.

The use of these features leads to bad grammar, poor punctuations, spelling mistakes. For instance: ' guyz ' for' guys', 'luv' instead 'love', 'u' instead 'you', and 'i' instead 'I',' r' for 'are' ,also 'yes!!!' for 'yes.

Social media has had a significant impact on writing skills since it is used as a tool to aid in the learning process. Consequently, the principles of writing are distracted by this impact.

2.7 The advantages and the disadvantages of social media

Due to technological advancements, social media has become increasingly popular in recent years. As a result, it have brought the society both advantages and disadvantages.

2.7.1 The advantages of social media

The advantages of social media for people are numerous among them:

a. **Connectivity:** Social media is mainly about communication. It is possible for anyone to communicate with each other from anywhere. In addition to connecting with other people from different locations and religions, they are able to learn and discover different cultures and ideas. **(www.techmaish.com).**

b. **Education:** Social media is so beneficial for the pupils and the teachers. It facilitates the process of education. Pupils can easily learn from experts and professionals in any field through social media. Thanks to free courses provided by social media, the pupil is able to educate himself without spending any money. **(www.techmaish.com).**

c. **Information and updates:** Previously, people watched television for a specific time of day to obtain their news or waited until the next week to read the newspaper, On the other hand, social media allows you to access real-time information and news whenever you wish**. (www.techmaish.com).**

d. **Fun and Enjoyment:** It is common for people to share their images, posts, and videos, particularly humorous ones, consequently, if they see their friends' comments on their own videos, they will be pleased. These sites provides enjoyable atmosphere among connectors. **.(www.quora.com)**

e. **Great Opportunity for Businesses:** Social media platforms are used by business owners to attract new customers and sell their products**. (www.quora.com).**

f. **Easy and Instant Communication:** The use of social media facilitates and speeds up the process of communication. Using its messaging services, such as Facebook Messenger, Twitter, etc., you can send and receive messages simultaneously. **(www.quora.com).**

2.7.2 The disadvantages of social media

Anything can be used for both good and bad, social media have also the disadvantages aspects for the people among them:

a. **Hacking:** This one is the most dangerous disadvantage of the social media. There are many ways in which personal information and accounts can be hacked and shared online. There are many things that people lose as a result of this, which causes them a great deal of stress and problems in their daily lives. This dilemma can be avoided by keeping personal information private. (www.techmaish.com)

b. **Addiction:** There is a serious problem with social media addiction, particularly among teenagers, who are susceptible to this problem. Eventually, they became isolated from society as a result of their involvement in it. Furthermore, individuals waste their time by spending much time on these social media sites. (www.techmaish.com)

c. **Reputation:** By creating false photos and stories about someone, and posting them across social media, it can easily ruin his reputation. Demonizing can affect someone's business and cause a crisis. (www.techmaish.com)

d. **Substitution for offline Interaction:** As a result of the widespread use of social media, people spend so much time on it. People are becoming more isolated due to this online connection and are less likely to interact with one another. . (www.quora.com)

e. **Information is Overwhelming**: It is common for people to share, post videos, and tweet daily information over the Internet. The majority of this information does not interest the audience. So it gets some noisy and confusing. (www.quora.com)

f. **Health Issues:** The usage of social media can affect negatively the health. A large number of people become lazy because they use social networking sites excessively;

they also become disordered in their daily routine and suffer from a wide range of illnesses as a result. (www.quora.com)

2.8 The effects of social media on EFL pupils' academic writing

It has been observed that the percentage of people addicted to social media, particularly pupils, has increased in everyday life. In order to learn English, pupils uses social networking sites as a helpful learning tool. In either case, the use of these means may have a positive or negative effect on the writing ability of EFL pupils.

2.8.1 The positive effects of social media on EFL pupils' academic writing:

a. It helps learners to acquire new vocabulary. For example pupils learn new words as they communicate with their peers and use dictionaries to determine the meaning of unfamiliar words. (Omar et al. 2012)

b. The interaction between pupils via social media assists them in writing in an academic manner since they have the opportunity to read their peers' essays and correct each other's work. (Shih,2011) cited in Tharinee (2014)

c. It improves pupils' writing by creating a group of discussion between teacher and his pupils. Then, he posts various topics for discussion as well as correcting various errors by his pupils. By doing so, learners are able to improve their grammar, sentence structure, content, and organization of their writing. (Gameel Mahmmoud,2016)

d. Social media uses a different English from academic writing, so social media is not an appropriate environment for learning formal writing (Kabilan et al.2010)

2.8.2 The negative effects of social media on pupils' academic writing

Despite of the positive impacts of social media on pupils' writing, there are also its negative effects.

a. It causes grammar, capitalization, and spelling problems. The grammar usage of these websites such as Facebook and Twitter is not supported in a correct manner because pupils usually use short forms (abbreviations and acronyms) and incomplete sentences that result in unfinished thoughts. The use of short forms also drives some pupils to use it in their formal writing. Tharinee (2014) points out that Selwyn (2009) concluded that Facebook failed to provide pupils with the opportunity to develop their writing skills because pupils tend to use informal language instead of formal academic language. The use of short hand communication provokes pupils to commit spelling and capitalization mistakes. For instance, your as 'UR', you as 'U', are as 'R', and the pronoun' i' for I and so on.

b. It creates a distraction for pupils. If learners are engaged in social media activities instead of doing their academic activities, they may not be able to follow and concentrate on learning when they are connecting. (Yunus et al, 2012)

c. A social media environment is not an appropriate environment in which to learn formal writing because the language used in social media is different from the language used in academic writing. (Kabilan et al .2010)

d. According to David Crystal in 2004, the standard language has been lost, and creativity will suffer as a result of the implementation of SM. The use of this short hand in academic writing, as well as fragments in formal papers that have grammatical and spelling errors, harms the formality of academic writing.

Conclusion

This chapter explained the effect of social media on EFL pupils. In social media, researchers have identified abbreviations, acronyms as informal ways of writing. Due to the fact that EFL pupils use social media to enhance their academic writing, social media has a significant impact on their writing. The positive effects of SM on EFL learners' writing include the acquisition of new vocabulary and the opportunity to interact with people from other countries. However, the negative effects are caused by abbreviations and acronyms that are used in formal writing, leading to grammatical, spelling, and punctuation errors.

CHAPTER 03

Data Analysis and Interpretation

Introduction

This chapter represents the practical part of the research. This paper discusses the research methodology, instruments, and questionnaires of participants, teachers' interview and their analysis which contributed to the presentation of this study. This chapter ends with the findings and discussion the results that we obtained from this research work.

3.1 Research Design

This study aims to show how the social media's language affects the EFL pupils' formal writing either positively or negatively. Thus, a descriptive quantitative and qualitative research design is obtained for the investigation. As well as finding out whether social media improves pupils' formal writing.

3.2 Research Instruments

As tools for collecting data, questionnaires and interviews are used. They aim to know how social media language affects foreign language pupils' formal writing at Mohamed Baarir high school in Tolga. Meanwhile, the questionnaire attempts to identify reasons why pupils use abbreviations and acronyms in their academic writing. The interview intended to gather feedback and attitudes from 3rd year English teachers at Mohamed Baarir high school about their pupils' use of social media language (abbreviations and acronym). Thus, both methods are suitable tools to achieve the given result.

3.3 The Sample

In order to gather the necessary information and data for answering the research questions, the researcher dealt with 3rd year pupils and their teachers.

The researcher of this study chose 3rd year foreign language stream pupils' at Mohamed Baarir High School in Tolga as a population for this study. The main aim behind choosing them because they affected by the western civilization and they are trying to copy it in all aspects of their lives, including their manner of speaking and writing. Secondly, they do not have a clear understanding of the rules of academic writing. Therefore, this research may help them to recognize the most important rules of the academic writing. Thus from a population of about (60) pupils, the researcher decided with the supervisor to deal with fifty (50) who have been chosen randomly.

From about (15) teachers of English Language at Mohamed Baarir High School in Tolga, the researcher dealt with (2) volunteer teachers.

3.4 Questionnaire's Description

Pupils' questionnaire is composed from 14 questions. It was distributed between males and females from 18-20 years old. It includes yes or no questions and multiple choice questions. The questionnaire is mixed between pupil's examples and thoughts which show how formal writing can be affected by the use of the use abbreviations and acronyms. All the 50 participants backed their questionnaire.

3.4.1 Analyzing Pupils' Questionnaire

Question 01

Are you male or female?
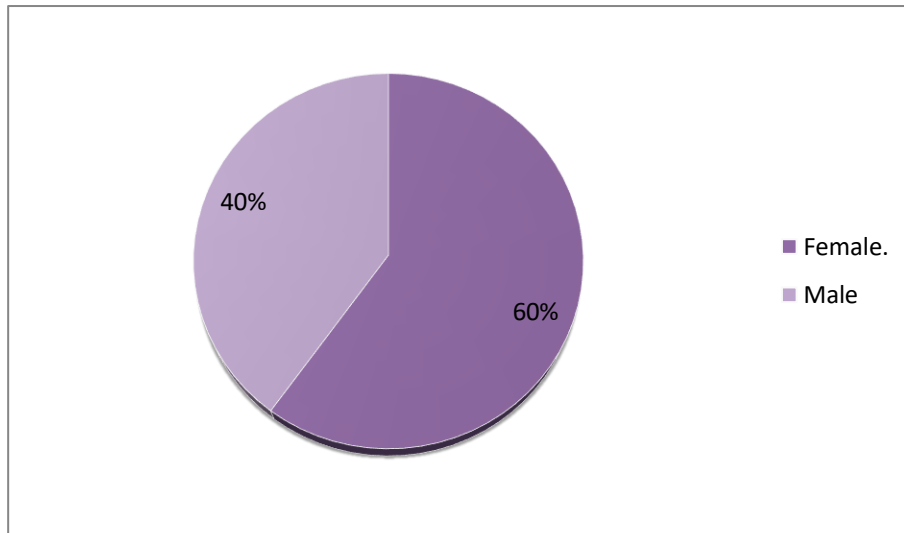
Figure3.1 Participants gender

As it is shown in Fig 3.1 the respondents of this research are mostly females (60%), whereas males (40%). The participants' Gender is unequal due to the lost questionnaire.

Question 02

How old are you?
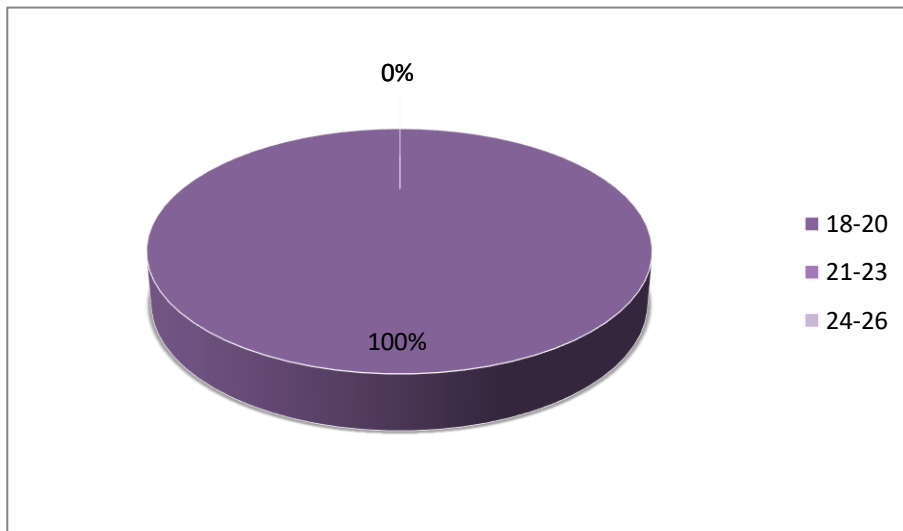
Figure3.2 Participants age

From the Fig 3.2 above, we can see that the all the participants are in the same age 18-20. So they are all young adults.

Question 03

Are you interested in using social media? If yes, why?
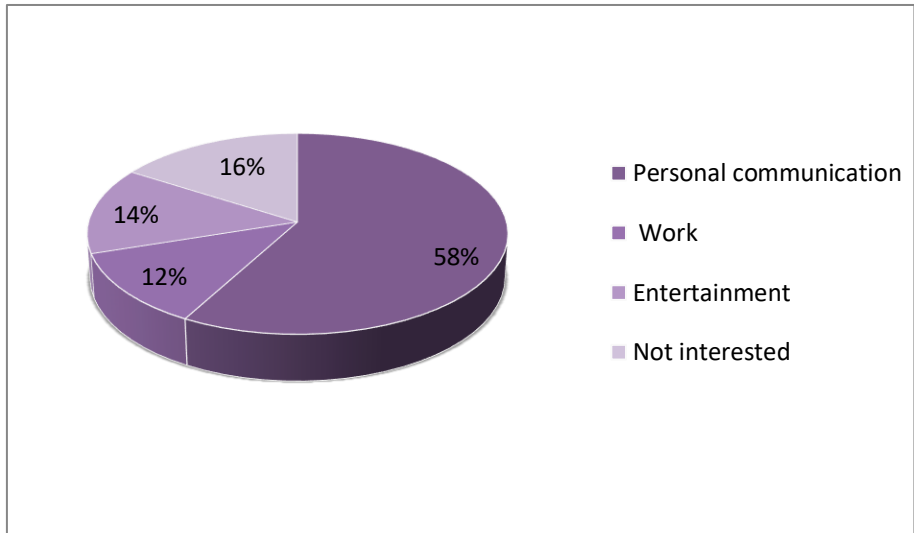
Figure3.3 the purpose of using social media

The results showed that most of the pupils 58% are using social media for their personal communication, while 16% using social media for work. 14% for entertainment and the last 12% are not interested in using social media. So the majority of the pupils are using social media for their different personal affairs.

Question 04

Which social media site do you prefer?
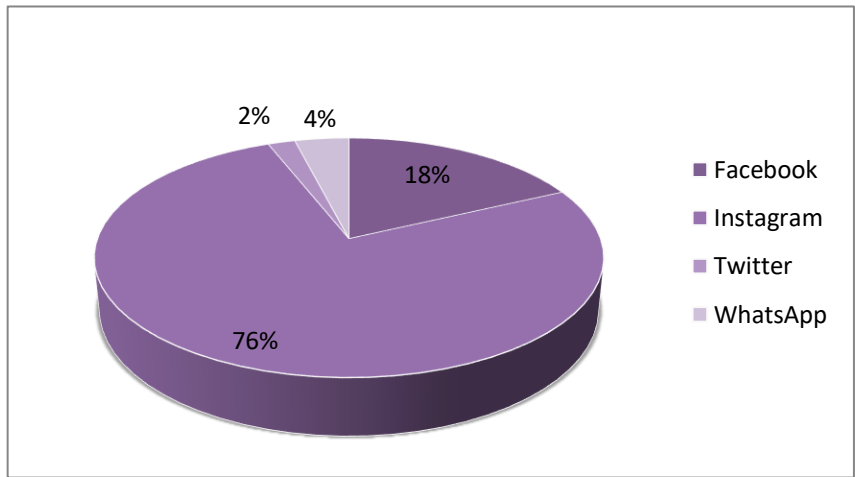
Figure3.4 Prefer site

The results showed that most of the participants used the Instagram site with 76%.After that 18% of them using the Facebook site, than WhatsApp with 4% and at the last site is Twitter with only 2%. It has been noticed that Instagram ranks the first percentage among

pupils that proves that the Instagram is a popular site between pupils; they are using it to communicate over the world

Question 05

How do you typically communicate on social media sites?
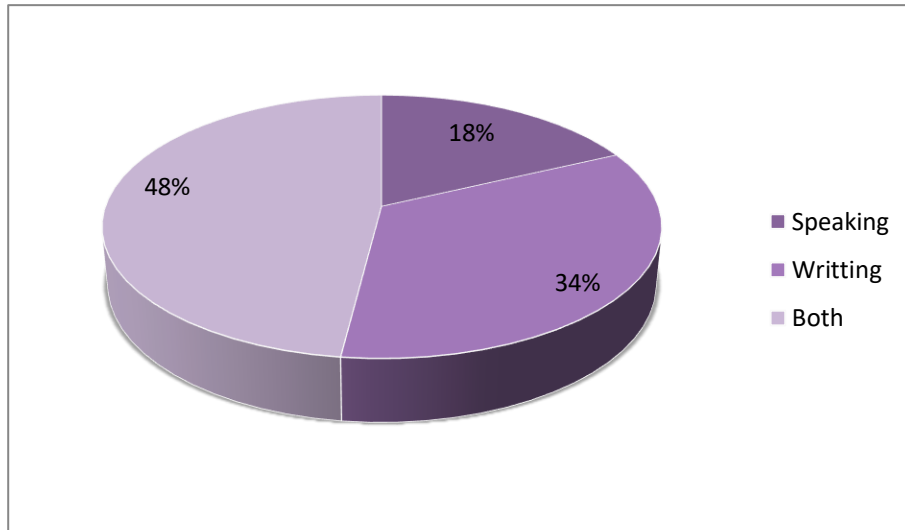
Figure3.5 The way of communication in social media

The results claimed that the majority of pupils used both ways in communication with 48%, whereas other pupils prefer writing ways with 34% and only speaking with 18%.

Question 06

Do you use formal English on your Facebook/ Twitter/ Instagram?
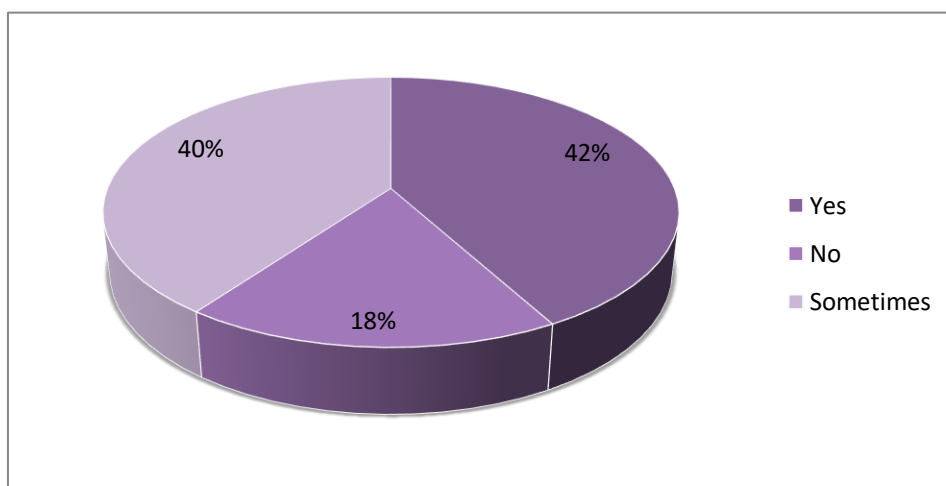
Figure3.6 The use of formal English

Figure 3.6 showed that pupils use the formal English with 42%; meanwhile there are some of them who use it sometimes with 40%, and it noticed that those who do not use the formal English are only 18%.

Question 07

Do you believe that using social media platforms can help developing your writing skills?
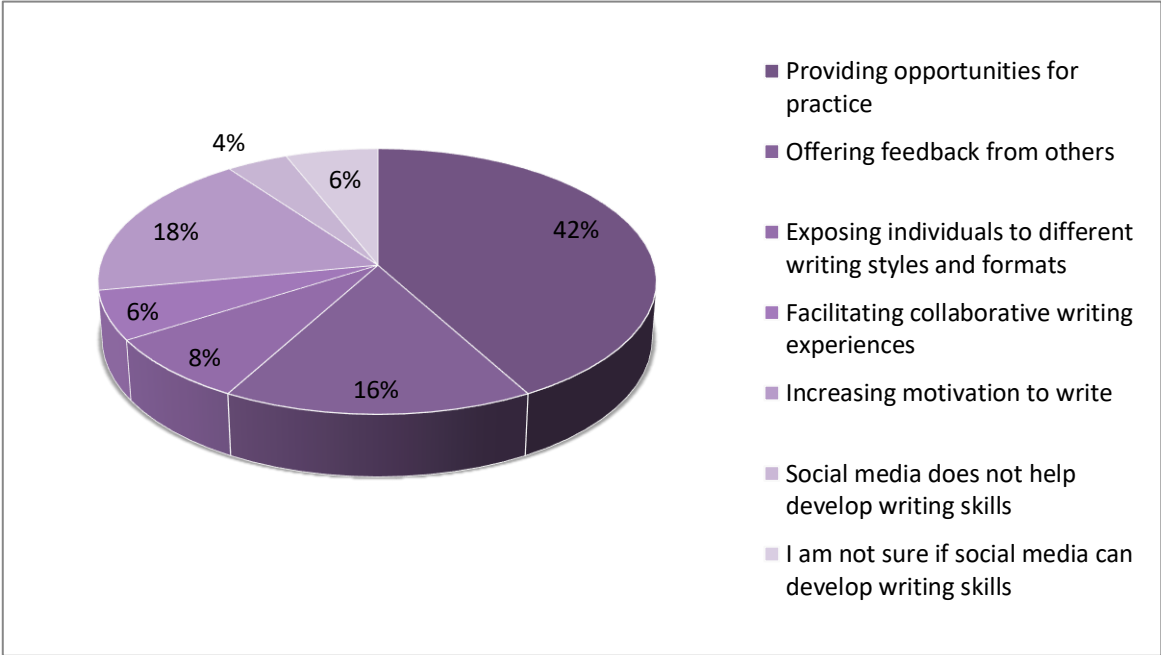
Figure3.7 The developement of writing skill by social media

The result showed that the pupils have different thoughts in the development of writing skills by social media. The most of the pupils with 42% claims that social media help the developing of writing skill, 18% by increasing motivation to write, 16% by offering feedback from others, 8% by exposing individuals to different writing style and formats, 6% by facilitating collaborative writing skills, 6% are not sure if social media can help developing writing skills. The last 4% claims that social media does not help in developing writing skills.

Question 08

Do you use abbreviations and acronyms (OMG: Oh My God! / LOL: Laugh Out Loud) when communicating on social media? If yes, do you use them in formal or informal English?
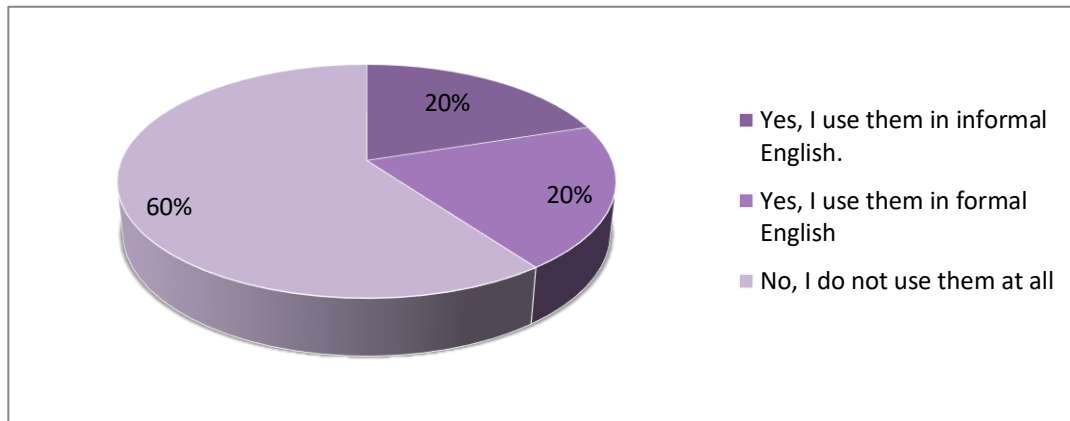
Figure3.8 The use of abbreviations and acronyms

The results showed that the most of pupils 60% do not use the abbreviations and acronyms when they communicate on social media, and the rest of 40% has been divided equally to other different options, 20% claims that they do use them in informal English, and the last 20% claims that they using it in their formal English.

Question 09

For those who use the abbreviations and acronyms in their academic writing, why do you use them?
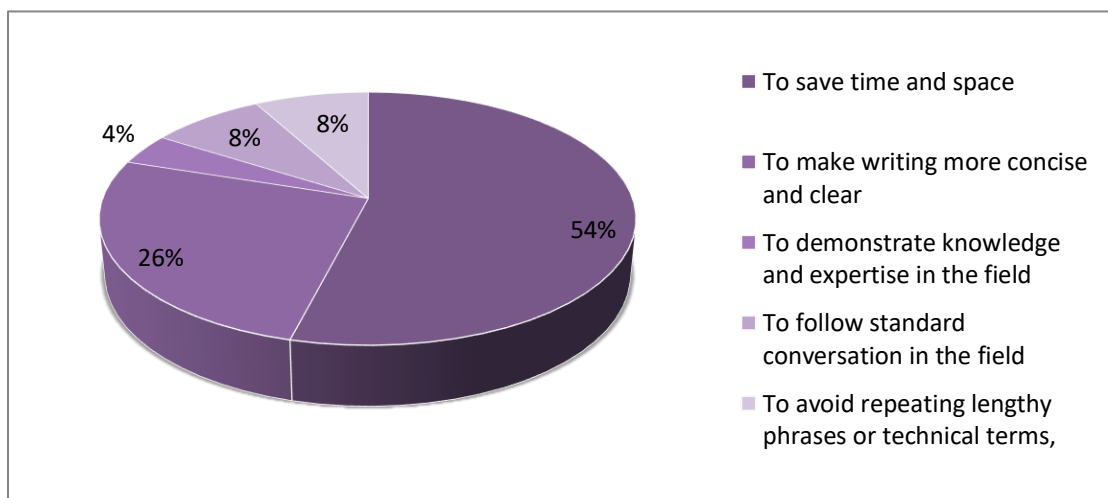
Figure3.9 The reasons of using abbreviations and acronyms

From the Fig3.9 we conclude that 54% of pupils are using abbreviations and acronyms to save time and space, while 26% using them to make writing more concise and clear, and 8% using them in order to follow standard conversation in the field. The other 8% are using abbreviations and acronyms to avoid repeating lengthy phrases or technical terms. At the last 4% using them to demonstrate knowledge and expertise and clear.

Question 10

Do you think that the use of abbreviations and acronyms can affect a pupil's academic writing performance? Whether positive, negative or none?
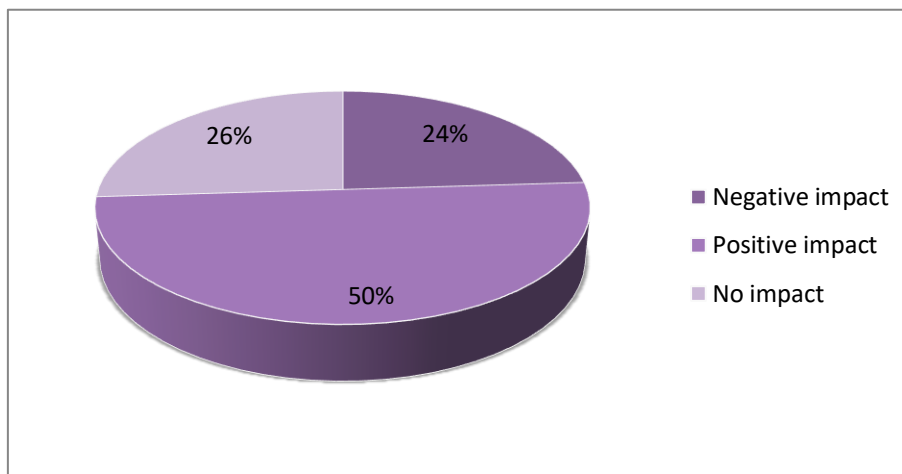
Figure3.10 The imapct of abbreviation and acronyms on pupils' academic writing performance

The result showed that half of the pupils with 50% were agree that abbreviation and acronyms has a positive impact on their academic writing by saving space and improve readability, demonstrate familiarity with the subject matter, and covey complex ideas more effectively, while 26% of pupil's have of different point of view where they claims that abbreviations and acronyms has no impact on pupils' academic performance. The last 26% said that there is a positive impact in which it make the writing less clear and professional, and indicate a lack of knowledge understanding.

Question 11

What are the abbreviations and acronyms that you use in your academic writing?

G.M = Good morning   G.N = Good night   Sis = Sister

Bro = Brother   POV = Point of view   Tbh= To be honest

Btw = By the way   Ppl = Peaple   Hru = How are you

U = You   R = Are   Idk = I don't know

Idc = I don't care   AFAIS = As far as I know Cu = See you

Question 12

What is your teachers' reaction toward the use of abbreviations and acronyms in your academic writing?
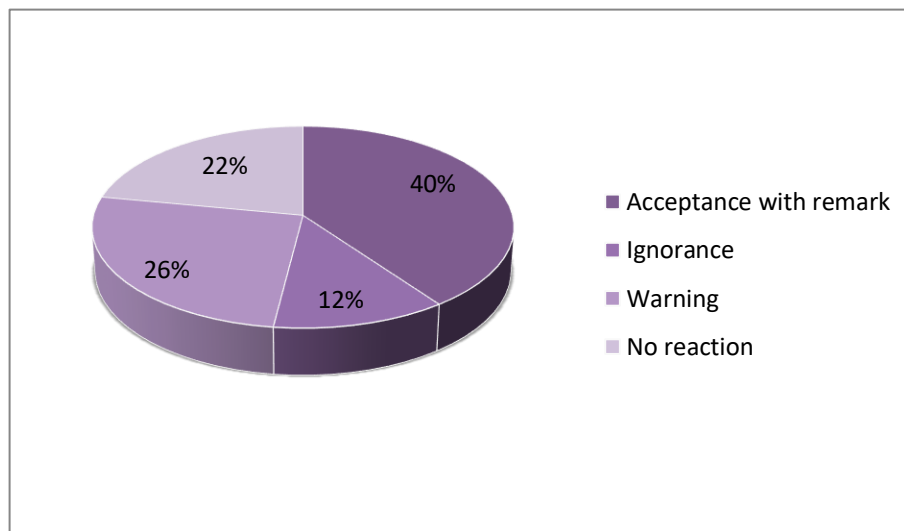
Figure3.11 The reaction of the teacher when using abbreviations and acronym in formal writing.

We noticed that the teachers' reaction toward pupils' use of abbreviations and acronyms during academic writing is different from one to another, when 40% accept them with remark, 26% give a warning, 22% have no reaction and 12% prefer to ignore the situation.

Question 13

Do you use the emoticons in your academic writing?
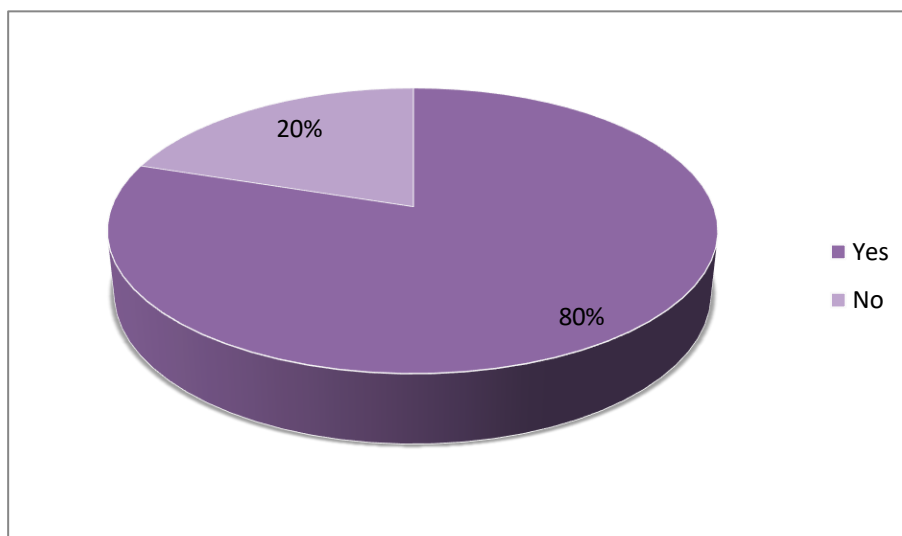
Figure3.12 The use of emoticons among pupils

The result showed that 80% of the pupils prefer using emoticons in their academic writing, when 20% do not use them at all.

Question 14

In your academic writing, what is the best way for you to convey your ideas?
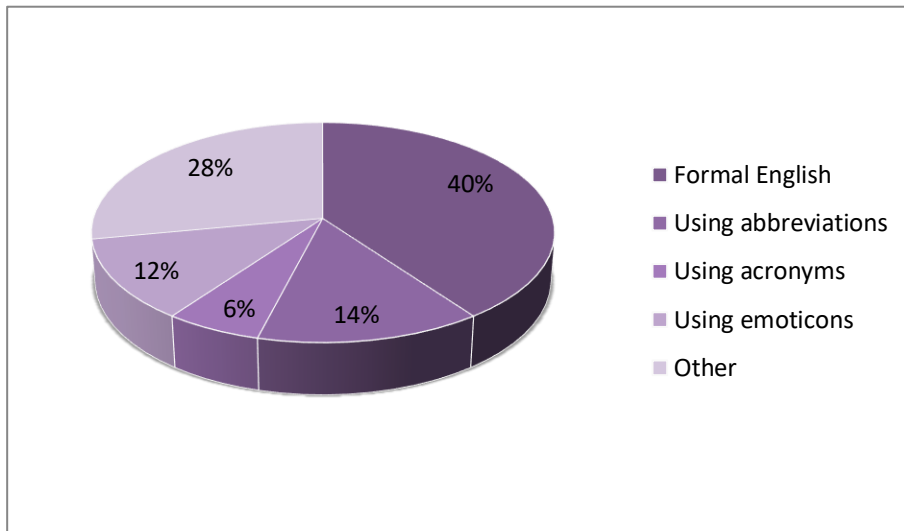
Figure3.13 The best way for the pupil to convey his ideas

It has been noticed in the figure and the table above that 40% of the pupils prefer to convey his ideas in academic writing by using formal English, 28% of using other methods, 14% by using abbreviations, 12% by using emoticons and 6% by using acronyms.

3.5 Teacher's interview

In this study, the teachers' interview is the second data collection method. It aimed to gather feedback and attitude of the 3rd year English teachers at Mohamed Baarir high school about the use of their pupils to social media language (abbreviations and acronyms).

3.6 Aim of Teachers' Interview

The study interview was designed to 3rd year teachers of Mohamed Baarir high school to know their reactions and attitude toward the use of pupils to abbreviations and acronyms (social media language) in their academic writing.

3.7 Description of Teachers' Interview

The interview addressed teachers of the 3rd year English teacher at Mohamed Baarir high school.

It is a structured interview that consists of ten (10) questions, carried out with two (2) teachers.

3.7.1 Analysis of Teachers' Interview

Question 1: Do your pupils use abbreviations and acronyms in their academic writing?

Teacher 1: "Yes, they do"

Teacher 2: "Yes, they do"

Both teachers claim that their pupils use abbreviation and acronyms in their academic writing.

Question 2: In your opinion, does this use pose a threat to their academic writing performance?

Teacher 1: "Yes, it does**"**

Teacher 2: "Yes, it does because academic writing has its own characteristics and among them is to avoid the use of abbreviations and acronyms."

The teachers agreed that the use of abbreviation and acronyms pose a threat to pupil's academic writing.

Question 3: Would you consider that the pupils are unware of the difference between the informal language that used in social media and the formal/academic rules of writing?

Teacher 1: "Yes, I would."

Teacher 2: "I think that they are aware that there is an informal language and a formal one but they may not be aware of all the differences between them."

One of the teachers claims that the pupils are unaware of the difference between the informal language that used in social media and the formal/academic rules of writing, while the other claims that they are aware that there is an informal language and a formal one but they may not be aware of all the differences between them.

Question 4: If your pupils use abbreviations and acronyms in their formal writing is that acceptable?

Teacher 1: "Just for particular cases I accept that. But generally I don't accept for professional reasons."

Teacher 2: "It's not acceptable especially when I give them the remark to not use them."

First teacher maintains that she do not accept the use of abbreviations and acronyms in pupils' academic writing for professional reasons, only for particular cases. However the second teacher maintains that she does not accept it at all especially when she warn her pupils to not using them.

Question 5: Do you tolerate with the pupils who use some features of texting in academic writing?

Teacher 1: "Rarely I do."

Teacher 2: "Yes, I do mainly if they are not aware of that but once I give them remark more than one time repeating the same fault is unacceptable."

Teacher number 1 rarely tolerate with pupils who use some features of texting in academic writing and teacher number 2 tolerate with them at the first time and after she give them a remark she won't tolerate.

Question 6: Could you please, provide us with some examples of social media language of your pupils?

Teacher 1: "They use the abbreviations: lol for laughing, the word please as plz, u for the personal pronoun you, GN as good night and so on and so for"

Teacher 2: "You = u, alright = alrt, and = nd, okay = ok, good morning = gm , hello/ hi =hey"

The teachers gave us the common social media language used by their pupils

Question 7: Have you ever faced some abbreviations and acronyms that you did not understand?

Teacher 1: "Not yet till now."

Teacher 2: "No I haven't"

Both teachers have not faced any unfamiliar abbreviations or acronyms till now.

Question 8: Can you share your experience with this issue?

Teacher 1: "I focused many times to motivate the learners who write correct and academic language."

Teacher 2: "I always try to give piece of advice for those who use it a lot."

Teachers trying to help their pupils by motivate them and give them piece of advice either for those who write correctly or for who use social media language.

Question 9: How do you advise pupils who use social media language a lot?

Teacher 1: "I did that through motivation and providing them with competitions of correct writing and particular techniques."

Teacher 2: "Just to make the difference between social media language and academic language in the classroom and how it is important in their educational career."

Teacher 1's response suggests that they use a positive reinforcement approach to motivate pupils to use correct writing techniques. By providing competitions, pupils may feel a sense of achievement and be more willing to practice correct writing techniques.

This approach may be effective for pupils who are motivated by competition and rewards. Teacher 2's response suggests that they focus on the differences between social media language and academic language, and how using correct writing techniques is important for pupils' educational career. This approach may be effective for pupils who are motivated by a sense of purpose and the importance of their education.

Question 10: Could you please, suggest some solutions to this problem?

Teacher 1:

- Adding points to those who have correct piece of writing.

- training them in tutorial sessions.

- Giving more opportunity to the productive skills.

Teacher 2: "Explaining the difference between social media language and academic language informing the pupils about the main features of academic writing. Implementing different types of academic writing practice."

Teacher's solutions are different from one to the other. First teacher sees that by motivating the pupils in classroom by adding point to those who have correct piece of writing, giving more opportunity to the productive skills or even training them in tutorial sessions is an effective solution to the problem of social media language. While the other teacher sees the

effective solution to this problem is to show the pupils the difference between social media language and academic language informing the pupils about the main features of academic writing and give them more opportunities to practice academic writing

3. **Findings and Discussion**

The results indicate that a significant proportion of the participants have a strong interest in using social media for personal communication, with Instagram being the most popular platform among them. This suggests that social media holds great significance in the lives of the participants.

In terms of communication methods, a considerable number of pupils prefer using both writing and speaking modes to interact on social media. Additionally, a substantial portion of these pupils use formal English while communicating with each other. Furthermore, many participants believe that using social media platforms helps them enhance their writing skills by providing opportunities for practice.

The analysis highlights the prevalence of using abbreviations and acronyms among young adults due to the extensive use of social media. While a majority of the pupils do not use these abbreviations and acronyms, a significant percentage of those who do use them mention that the purpose behind it is to save time and space. Additionally, half of the participants perceive the use of abbreviations and acronyms as having a positive impact on academic writing, as they can save space, enhance readability, demonstrate familiarity with the subject matter, and effectively convey complex ideas.

Regarding teachers' perspectives, both agree that pupils use abbreviations and acronyms in their academic writing, which they consider a threat to their writing skills. One teacher suggests that pupils may not be fully aware of the differences between informal language used

on social media and the formal academic writing rules, while the other teacher believes that pupils are aware but may not understand all the distinctions. While one teacher occasionally tolerates texting features in academic writing, the other teacher does not accept them at all. Both teachers provided examples of common social media language used by pupils, such as "lol," "plz," and "u."

In terms of solutions, one teacher focuses on motivating pupils to write correctly by rewarding those who demonstrate proper writing, conducting tutorial sessions to train pupils, and providing more opportunities for developing productive skills. The other teacher emphasizes educating pupils about the differences between social media language and academic language, informing them about the main features of academic writing, and implementing various types of academic writing practice. Both teachers aim to assist pupils in improving their academic writing and their approaches may be effective for different types of students.

Conclusion

This chapter deals with the analysis of the data obtained from pupils' and teacher's questionnaires about the effect of social media language on pupils academic writing. In this research, the results claimed three main findings: firstly, social media have a big impact on the pupils' formal writing which is presented in using abbreviations and short forms in their academic writing. Secondly, it is also important to note that the use of SM does not improve the pupils' writing skill since it leads them to neglect the principles of academic writing, such as grammar, punctuation, spelling, and capitalization. Thirdly, the majority of teachers are struggling with the social media's language problem, and trying to figure out a solution for their pupils

In addition, social media plays a very important role in pupils' daily lives, whether from a personal or educational perspective. As they allow pupils to interact with each other

and provide them with a variety of information. On the other hand, this study concluded that there is another side which is social media impacts the pupils' academic writing in negative way.

Limitations of the study

The obstacle that the researcher faced in this work is lack of participants, since the majority of 3rd year pupils do not attend in the last semester so it was difficult to find the appropriate number of participants for the questionnaire.

Recommendations

In light of the fact that social media plays a vital role in the lives of pupils, we suggest some recommendations for improving pupils' writing using social media:

↓ For the pupils

1. In order to effectively write for social media, pupils must distinguish between academic writing and social media writing.

2. It is recommended that pupils form a discussion group on Facebook in order to learn how to write correctly by correcting mistakes made by one another.

3. Practicing writing in a more formal way.

4. Read more in order to get better sense of the style and tone.

↓ For teachers

1. The use of informal words, such as abbreviations, during academic writing should be forbidden by EFL teachers.

2. Explain the importance of using proper grammar and spelling when communication in academic settings

3. Provide examples of common social media language and how it differs from academic language.

GENERAL CONCLUSION

In today's society, media have become an integral part of daily life. In addition, it users developed a new texting system that allows them to communicate with one another in different languages in order to keep in touch. The current study investigates the effect of social media language on pupil's academic writing performance, and the reasons behind it at Mohamed Baarir high school Tolga.

There are three chapters in this research. Chapter one is concerned with a general view of the writing system, types of writing, component of formal writing….etc. Chapter two is related to social media, abbreviation, acronyms....etc. Chapter three contains mainly the research design, data collection, and analysis, as well as, the discussion of the results. This chapter showed that in formal academic writing, pupils are increasingly using abbreviations and short forms due to their exposure to social media. Although, social media does not improve the pupil's writing skills because it makes them forget the principles of academic writing, such as grammar, punctuation, spelling, and capitalization but, the findings reveal that the pupils believe that social media language effect their academic writing positively. Most of them use abbreviations and short forms in order to save time and space and to make writing more concise and clear. The result of chapter three affirmed that the teachers are struggling with social media language among their pupils, and they are trying hard to fix this problem by motivating them and give opportunities to improve their writing skills.

Overall, the present study confirmed our hypotheses that pupils are using social media language to gain time and space savings.

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APPENDICES

Appendix A

Questionnaire

We are conducting a survey on social media usage and writing skills among young adults. The purpose of this survey is to gain a better understanding of how social media is being used, and how it may be impacting language and writing skills. You are kindly requested to answer the questions and comment when necessary by putting a tick in the appropriate box or give a full answer when necessary

Demographic information (select *ONE* answer for each)

1. Are you:
   - o   Male
   - o   Female
2. Please select your age:
   - o   18-20
   - o   21-23
   - o   24-26

Social Media Usage

3. Are you interested in using social media? If yes, why? (Select that apply)

   - o   Yes, for personal communication.
   - o   Yes, for work.
   - o   Yes, for entertainment.
   - o   No, I am not interested.
4. Which Social Media Site do you prefer?

   - o   Facebook.
   - o   Instagram.
   - o   Twitter.
   - o   WhatsApp.
5. How do you typically communicate on social media sites?

   - o   Speaking (i.e., voice or video calls)
   - o   Writing (i.e., texting, messaging)
   - o   Both.

Use of Abbreviation, Acronyms and Emoticons in Social Media and Academic Writing.

6. Do you use formal English on your Facebook/Instagram/Twitter?

   - o   Yes.
   - o   No.
   - o   Sometimes.

7. Do you believe that using social media platforms can help developing your writing skills? Please select one:

    o Yes, by providing opportunities for practice.

    o Yes, by offering feedback from others.

    o Yes, by exposing individuals to different writing styles and formats.

    o Yes, by facilitating collaborative writing experiences.

    o Yes, by increasing motivation to write.

    o No, social media does not help develop writing skills.

    o Unsure, I am not sure if social media can help develop writing skills.

8. Do you use abbreviations and acronyms (OMG: Oh My God! / LOL: Laugh Out Loud) when communicating on social media? If yes, do you use them in formal or informal English? Please select one:

    o Yes, I use them in informal English.

    o Yes, I use them in formal English.

    o No, I do not use them at all.

9. For those who use the abbreviations and acronyms in their Academic Writing, Why do you use them?

    o To save time and space.

    o To make writing more concise and clear.

    o To demonstrate knowledge and expertise in the field.

    o To follow standard conventions in the field.

    o To avoid repeating lengthy phrases or technical terms.

10. Do you think that the use of abbreviations and acronyms can affect a pupil's academic writing performance? Whether positive, negative or none, please select one

    a. Negative impact:

    o It can make writing less clear and professional, and indicate a lack of knowledge understanding.

    b. Positive impact:

    o It can save space and improve readability, demonstrate familiarity with the subject matter, and covey complex ideas more effectively

    c. Or :

    o No, it does not impact the pupil's academic writing performance.

11. What are the abbreviations and acronyms you use in your Academic Writing?

………………………………………………………………………………………………………
………………………………………………………………………………………………………
……………………………………………………………

12. What was your teacher's reaction towards the use of abbreviations and acronyms in academic writing?
    o Acceptance with remark.
    o Ignorance.
    o Warning.
    o No reaction.
13. Do you use the emoticons in your academic writing?
    o Yes.
    o No.
14. In your academic writing, what is the best way for you to convey your ideas?
    o By formal English.
    o By using abbreviations.
    o By using acronyms.
    o By using emoticons.
    o Other.

Thank you

Appendix B

Interview questions.

We are conducting a survey on social media usage and writing skills among young adults. The purpose of this survey is to gain a better understanding of how social media is being used, and how it may be impacting language and writing skills. You are kindly requested to answer the questions below.

1. Do your pupils use abbreviations and acronyms in their academic writing?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
2. In your opinion, does this use pose a threat to their academic writing performance?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
3. Would you consider that the pupils are unware of the difference between the informal language that used in social media and the formal/academic rules of writing?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
4. If your pupils use abbreviations and acronyms in their formal writing is that acceptable?
   …………………………………………………………………………………………
   ………………………………………………………………………………………….
5. Do you tolerate with the pupils who use some features of texting in academic writing?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
6. Could you please, provide us with some examples of social media language of your pupils?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
7. Have you ever faced some abbreviations and acronyms that you did not understand?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
8. Can you share your experience with this issue?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
9. How do you advise pupils who use social media language a lot?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
10. Could you please, suggest some solutions to this problem?
    …………………………………………………………………………………………
    …………………………………………………………………………………………

Thank You

الملخص

تم تسليط الضوء مؤخرا على استخدام وسائل التواصل الاجتماعي باعتباره اتجاها جديدا داخل حركة العولمة. تتأثر جوانب مختلفة من حياة الناس بوسائل التواصل الاجتماعي ، بما في ذلك تعليمهم وتعلمهم للغة الإنجليزية. أصبحت وسائل التواصل الاجتماعي الآن جزءا لا يتجزأ من العملية التعليمية للتلاميذ ، وخاصة لمتعلمي اللغة الإنجليزية كلغة أجنبية. تهدف هذه الدراسة إلى معرفة تأثير لغة التواصل الاجتماعي على أداء الكتابة الأكاديمية للتلاميذ، علاوة على ذلك فهم أسباب استخدام هذه اللغة (الاختصارات والمختصرات). لذلك، افترضنا أن وسائل التواصل الاجتماعي لها تأثيرات كبيرة على أداء الكتابة الأكاديمية للتلميذ وأن التلاميذ يستخدمون الاختصارات والمختصرات في الكتابة الأكاديمية لأغراضهم الخاصة. لتأكيد صحة فرضياتنا، يتم استخدام كل من المنهجيات النوعية والكمية لجمع البيانات. تم الاعتماد على اثنين من أدوات جمع البيانات المختلفة ، وهما استبيان هيكلي يتم إجراؤه على خمسين (50) تلميذًا من طلاب السنة الثالثة للغة الأجنبية في ثانوية محمد العربي بعرير بطولقة ، بالإضافة إلى مقابلة هيكلية لمعلميهم من نفس المدرسة الثانوية. أظهرت النتائج التي تم الحصول عليها أن المعلمين يعانون من لغة وسائل التواصل الاجتماعي (الاختصارات والمختصرات) ، وأنهم يحاولون إيجاد حل لهذه المشكلة. وفقًا للنتائج ، يعتقد معظم التلاميذ أن لغة وسائل التواصل الاجتماعي لها تأثير إيجابي على كتاباتهم الرسمية وأن الأسباب الرئيسية وراء استخدام الاختصارات في الكتابة الأكاديمية هي توفير الوقت والمساحة وجعل الكتابة أكثر إيجازًا ووضوحًا. وهكذا أكدت نتائج الدراسة صحة فرضياتنا. وفي النهاية أوصت الباحثة للمدرسين بأفكار لتشجيع التلاميذ على الكتابة الصحيحة واتباع قواعد الكتابة الأكاديمية.

الكلمات المفتاحية:

وسائل التواصل الاجتماعي ، متعلمي اللغة الإنجليزية كلغة أجنبية ، الكتابة الأكاديمية ، الاختصارات ، الاختصارات.